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perhaps no better proof of the truth of the author's statements regarding the reality of the movement and the true rapidity with which it is advancing than the submitting as evidence of such statements as these in the light of all that has actually been accomplished during the last three years. It is not that he rejects such material as is furnished by the schools of Cleveland, Columbus (Georgia), Cincinnati, Boston, Rochester, and a score of other cities, on the ground that it is experimental, for he says that "the whole task of socialization really promises to be a matter of cut and fit, of experimenting and of selecting the fruitful results," that "the skilled teacher would be the one to make the adjustment of the subject on the basis of the criterion of future usefulness." He feels that "one of the most pitiable features of the present situation, and yet one of the most hopeful, is to observe the general groping about of educators in search of some guide of what is just the most important of all educational content to put into courses of study." His chapter on "The Social End of Education" is an attempt to furnish this guide and to establish criteria by which rational selection may be made. To the reviewer this seems the climax of the work.

While subsequent chapters seem relatively less effective, the book is a valuable and unique contribution to the literature of the subject. It will be welcomed by the men actively engaged in the pioneer work of experimenting with the new type of schools or courses of study because of its scholarly statement of fundamental principles. It will be especially encouraging to them to find, in the author's social philosophy, ample justification for opinions like the following which he unequivocally expresses: "All the phases or elements of education must be organized about vocation as the central thought and with a view to a particular kind of life. The cultural element must be selected with the vocation in mind, and must be focused on it."

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*Text-Book of School and Class Management.* Vol. II. By FELIX ARNOLD.  
New York: Macmillan, 1910. Pp. xii+288. \$1.00 net.

This second volume of *School and Class Management* deals with administration and hygiene. The first part treats of organization, classification, attention and interest, and the health of the child; the second part deals with the school building, the school personnel, the function of the school, and the school boards.

This volume is a good example of the kind of book needed by teachers, principals, and members of school boards. It contains a large amount of well-selected material covering all the important topics of school organization and administration. The arrangement of topical headings with full references to original sources is exceptionally well done. The author has succeeded fairly well in avoiding the danger of overemphasis upon the "machinery" of school organization and administration at the expense of the human side of education. The difficulty of giving a balanced treatment of the very large number of topics included in a book of this kind appears in the chapter on the health of the child. Fifteen pages are devoted to dietetics, whereas the subject of

clothing is disposed of in eleven lines, exercise in less than a page, and bathing is not even mentioned. The chapters on the function of the school and the school boards contain much valuable material on live topics in education.

The functions of the elementary school and the need for trade and industrial schools for children who have completed the sixth year of the elementary-school curriculum are presented in considerable detail. Although the book is fairly free from typographical errors, there are two on p. 175.

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*Spanish Grammar.* By CHARLES PHILIP WAGNER. Revised ed. Ann Arbor: Published by the author, 1910. George Wahr, Agent. Pp. x+197. \$1.25.

The unfortunate conditions that long prevailed in instruction in Spanish necessarily reacted on the production of texts for the classroom. As long as it remained possible to pass directly from the first year's work in elementary grammar and reading to the graduate school, the most that could be expected from the student was a theoretical knowledge of the elements of grammar and the ability to read easy modern Spanish—provided he always had a dictionary at his elbow. For this modicum of linguistic training several good books were produced by competent scholars, and at least one lengthy reference grammar found its way through the press. That a better state of affairs is being realized is now beyond question. A tardy official recognition of the fact may be found in the program of the last meeting (New York, 1910) of the Modern Language Association, where a course is outlined for Spanish extending over two years for colleges and four years for secondary schools. A new period in the production of texts began with the publication of Hills and Ford's *Spanish Grammar*, 1904. This book, which has rendered and will continue to render good service, needs no comment here.

The purpose of this review is to call attention to the recent Spanish grammar of Professor Wagner, of the University of Michigan. As the author states in his introduction, he has attempted to provide the maximum of material for oral work without sacrificing the drill in the elements of grammar. To this end he has provided with each lesson one or more paragraphs of connected Spanish on some theme of daily life. These exercises are practical and interesting, and furnish enough repetition to fix the vocabulary in the mind of the student. Perhaps the author has the tourist in mind rather than the student when he tells us how to buy a railway ticket and check a trunk in Spain, but he has not introduced enough material of this sort to create serious objection. The text is followed by a series of questions that may be of use to the teacher and that will certainly aid the student in the preparation of his lesson. Every fourth lesson is given up to a review of the grammatical material found in the three preceding lessons, together with an exercise in English for translation into Spanish.

In the treatment of grammatical theory Professor Wagner has shown unusual skill. Although other parts of speech have not been neglected, the